

# GCSE Geography 2019 Examinations



# Course Information

3 exams

NO controlled assessment

Unit 3 requires at least 2 field study days:  
- Derby & Burton  
- Dovedale

## 2.2 Assessments

Paper 1: Living with the physical environment	+	Paper 2: Challenges in the human environment	+	Paper 3: Geographical applications
<b>What's assessed</b> 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills		<b>What's assessed</b> 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills		<b>What's assessed</b> 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 30 minutes</li><li>• 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))</li><li>• 35 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 30 minutes</li><li>• 88 marks (including 3 marks for SPaG)</li><li>• 35 % of GCSE</li></ul>		<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour 15 minutes</li><li>• 76 marks (including 6 marks for SPaG)</li><li>• 30 % of GCSE</li><li>• Pre-release resources booklet made available 12 weeks before Paper 3 exam</li></ul>
<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: answer all questions (33 marks)</li><li>• Section B: answer all questions (25 marks)</li><li>• Section C: answer any two questions from questions 3, 4 and 5 (30 marks)</li><li>• Question types: multiple-choice, short answer, levels of response, extended prose</li></ul>		<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: answer all questions (33 marks)</li><li>• Section B: answer all questions (30 marks)</li><li>• Section C: answer question 3 and one from questions 4, 5 or 6 (25 marks)</li><li>• Question types: multiple-choice, short answer, levels of response, extended prose</li></ul>		<b>Questions</b> <ul style="list-style-type: none"><li>• Section A: answer all questions (37 marks)</li><li>• Section B: answer all questions (39 marks)</li><li>• Question types: multiple-choice, short answer, levels of response, extended prose</li></ul>

# Summer 2019 Examination Dates:

Paper 1: Living with the physical environment (35%)

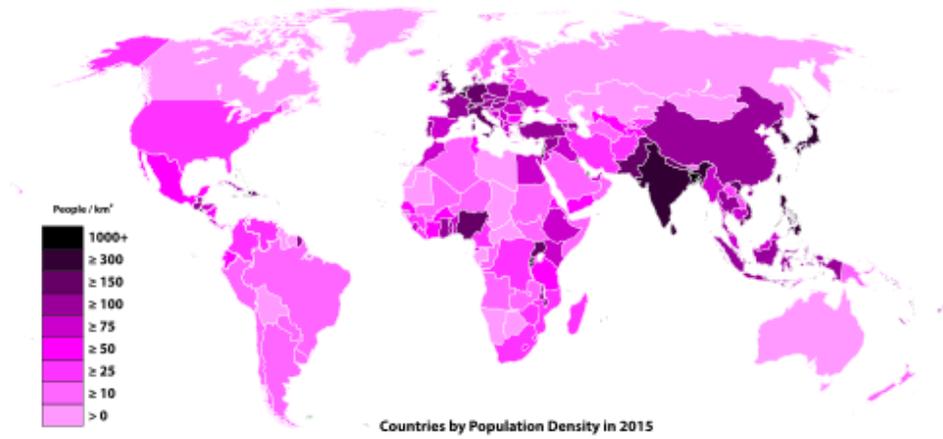
1h 30m / 21 May 2019

Paper 2: Challenges in the human environment (35%)

1h 30m / 5 June 2019

Paper 3: Geographical applications (30%)

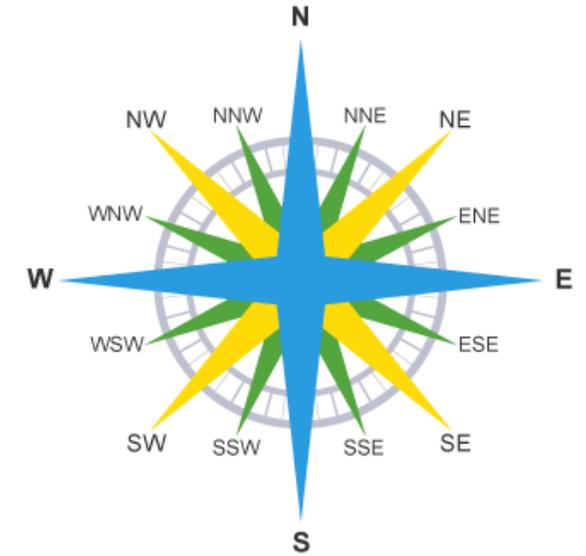
1h 15m / 13 June 2019



Countries by Population Density in 2015



# Geographical Skills



- Atlas skills
- OS skills
- Numeracy
- Literacy
- Location of place
- **Detailed** knowledge of physical and human landscapes

# What you can do to help



## Basics

- Help with Homework and exam questions – its okay to use the internet but it's not okay to copy and paste. The internet is not there in the exam.
- Ensure they have access to a map / atlas / globe where they can learn locations

## Real help beyond the classroom

- Investigate locations you visit.
- Ask them questions! Why is that river bending? Why does that headland look like that? They should be competent 'geographers'!
- If they have no homework, get them to play on the geography games (in pack) or watch one of the recommended documentaries on YouTube
- Watch the news! Once or twice a week. Keep on top of current affairs
- Investigate interesting things you see in the news!

## **Geography AQA – Examination 2019**

The new GCSE specification for geography has a wider focus on traditional geographical skills. Map reading (both OS and GPS) as well as requiring students to know a wide variety of world place knowledge (both human and physical); it also expects students to be able to create statistical information, draw sketch maps and diagrams and to be able to annotate geographical photographs.

To this end we would like you to support your child through their GCSE in Geography by completing the following activities each time you go away, either within the UK or abroad.

### **Tasks for when you go away from home:**

These tasks can be done for a full couple of weeks away or simply a weekend; for a city, countryside or beach based holiday.

1. Locate your destination on a world or UK map
2. On a local map of the area (google maps is fine although OS is better) locate the physical and human features of the area

These may include:

- Mountain ranges
  - Tourist facilities (information centres, hotels)
  - Rivers
  - Tourist attractions
  - Forests or open spaces
  - Schools and churches
  - Beaches
  - Farms and industrial areas
3. Describe the local map – where are the physical and human features? Do they interact with each other? Is there a pattern? i.e. tourist attractions by the coast and industry inland.
  4. Photograph a variety of these features so that they can be printed and annotated
  5. Collect brochures and postcards from the area of attractions so they can be annotated and presented with the other information in school.

This should mean that by the end of their GCSE they will have a selection of destinations and will have studied a variety of map locations. Once students complete these activities they should bring them into their geography teacher so they can be commented on and improved each time.

### **Cartographic Skills:**

Cartographic skills relating to a variety of maps at different scales.

Students will have to study the following skills – if any of these can be added to the holiday report then students will have a greater understanding of all aspects of fieldwork and geographical features. These skills will be covered within topics and may be set as homework.

## **Atlas Maps:**

- Use and understand coordinates – latitude and longitude
- Recognise and describe distributions and patterns of both human and physical features
- Maps based on global and other scales may be used and students may be asked to identify and describe significant features of the physical and human landscape on them, eg population
- Distribution, population movements, transport networks, settlement layout, relief and drainage
- Analyse the inter-relationship between physical and human factors on maps and establish associations between observed patterns on thematic maps.

## **Ordnance Survey Maps:**

- Use and interpret OS maps at a range of scales, including 1:50 000 and 1:25 000
- Use and understand coordinates – four and six-figure grid references
- Use and understand scale, distance and direction
- Use and understand gradient, contour and spot height
- Identify basic landscape features and describe their characteristics from map evidence
- Identify major relief features on maps and relate cross-sectional drawings to relief features
- Draw inferences about the physical and human landscape by interpretation of map evidence, including patterns of relief, drainage, settlement, communication and land-use
- Infer human activity from map evidence, including tourism.
- Maps in association with photographs:
  - be able to compare maps with photographs
  - Describe human and physical landscapes (landforms, natural vegetation, land-use and settlement) and geographical phenomena from photographs
  - Draw sketches from photographs

Further to this there is a greater emphasis on numeracy and literacy within geography. Approximately 10% of the GCSE is mathematics. Students will therefore be required to do the following:

### **Numeracy:**

- Demonstrate an understanding of number, area, scales and quantitative relationships
- Understand proportion, ratio, magnitude and frequency
- Construct appropriate graphs and charts (line graphs, bar charts, pie charts, pictograms, histograms, divided bars, scatter graphs and population pyramids).
- Calculate increase and decrease in percentiles
- Identify weaknesses in selective statistical presentation of data
- Describe relationships in bivariate data (best fit, interpolate and extrapolate trends)

Literacy:

- Communicate information for a variety of target audiences
- Spell and punctuate with accuracy
- Use rules of grammar with effective control of meaning overall
- Use a wide range of geographical terms appropriately

To assist with students understanding and knowledge of world place and space the following websites have useful geographical games,

<http://www.jetpunk.com/quizzes/how-many-countries-can-you-name.php>

<https://geoguessr.com/>

In addition the following documentaries and programs are great for human and physical landscapes.

Panorama

Cutting Edge

Unreported world

Horizon

Andrew Marr - Megacities

Bruce Parry – Amazon

David Attenborough – any programme

The most simplistic thing you can do is to support your child in their knowledge of geographical place by learning the names of countries, capitals and places they have been to or are going to and helping them to place them onto a map. Furthermore, give them access to a good world atlas that is detailed and up to date as well as downloading 'Google Earth' and 'Google Maps'. This should ensure that your child at least has a good understanding of place and can locate world features with ease and that they have an interest in learning about the world around them.